

entral
LIBRARY SAN JOSE STATE COLLEGE

CALIFORNIA
JOURNAL OF
ELEMENTARY
EDUCATION

AUGUST
1944

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

VOLUME XIII

AUGUST, 1944

NUMBER 1

The California Journal of Elementary Education is published quarterly in August, November, February, and May by the California State Department of Education. It is distributed without charge to school officials primarily concerned with the administration and supervision of elementary education and to institutions engaged in the training of teachers for the elementary schools. To others the subscription price is \$1.00 a year; the price for single copies is 30 cents. Subscriptions should be sent to the Division of Textbooks and Publications.

Entered as second-class matter September 13, 1932, at the Post Office at Sacramento, California, under the Act of August 24, 1912.



EDITORIAL BOARD

WALTER F. DEXTER, Superintendent of Public Instruction

HELEN HEFFERNAN, Chief, Division of Elementary Education

WALTER E. MORGAN, Assistant Superintendent of Public Instruction; and Chief, Division of Research and Statistics

IVAN R. WATERMAN, Chief, Division of Textbooks and Publications



CONTENTS

	PAGE
Editorial Comment and News Notes	1
The Social Studies Move to Geography	W. S. Howe, Jr. 6
Teaching Materials on Latin-America	Jettye Fern Grant, Jane Sherrod, ad Ruby L. Hill 12
United Through Books	Thelma Reid 19
Wartime Adjustment Problems of the Children of One California Community	Richmond Barbour 25
Los Angeles County Program in Radio Education	Helen Rachford 33
An Emergency Remedial Reading Program	Roy E. Learned 39
Progress in Elementary Education During the Next Decade	Helen Heffernan 44
Characteristics of Teachers Holding War-Emergency Credentials	Frank N. Freeman 56





101063

Editorial Comment and News Notes

NEW PUBLICATIONS OF THE STATE DEPARTMENT OF EDUCATION

Two new publications of the California State Department of Education are to be made available for teachers and administrators of the public schools.

A *Selected and Annotated Bibliography for Elementary Schools* will soon come from the press. This publication was prepared by the Division of Elementary Education under the direction of Miss Helen Heffernan. The material included was selected from lists submitted by elementary teachers of the state who were requested to name the books in various fields of elementary education that they had found most helpful.

The *Bibliography* is organized by subjects and topics so that teachers may readily find the latest references in a particular field of interest or subject matter. According to the present plan annual supplements will be printed in the *California Journal of Elementary Education*.

Copies of this publication will be furnished to all elementary schools and to administrative and supervisory staffs in elementary education. Additional copies will be furnished on request to the Division of Textbooks and Publications.

The latest number of the Bulletin of the California State Department of Education series is entitled *A Study in World Friendship: Designing a Symbol for the United Nations*. This bulletin was prepared under the direction of the Division of Elementary Education. The material includes suggestions for school activities centered around a study of the various United Nations. The purpose of the publication is to encourage world friendship and understanding with the idea of cementing the unity now represented by the United Nations.

Mrs. Muriel Edwards, County Superintendent of Schools of Santa Barbara County, and members of the professional staff of that office, were responsible for preparing the bulletin. Mrs. Edwards arranged to have the cover design made by Miss Catherine Conkey and made other valuable contributions to the project. The preparation of the manuscript was done by Miss Lelia Ann Taggart, Mrs. Olga Reed, and Carleton Jenkins.

Copies of the bulletin have been distributed to county superintendents of schools for their staff members and for one-and-two teacher schools, and to all city and district superintendents, to all elementary schools with three teachers or more and to all high schools. Requests for copies should be made to the Division of Textbooks and Publications, Department of Education, Sacramento.

COMMUNITY HEALTH EDUCATION PROJECT

Plans are being completed for the experimental community health education project in the San Joaquin Valley during the coming school year. The project is financed by a grant of funds from the W.K. Kellogg Foundation. It is planned to include all the secondary schools located in the section comprising Fresno, Kings, Madera, Mariposa, Merced, Stanislaus, and Tulare counties. The project will be administered by the California State Department of Education in co-operation with the California State Department of Public Health. Superintendent Walter F. Dexter has named the following members of the State Advisory Committee:

WILTON L. HALVERSON, M.D., DIRECTOR OF PUBLIC HEALTH

FRANK B. LINDSAY, Assistant Superintendent of Public Instruction

ELLIS SOX, M.D., Chief, Bureau of Local Health Service

MISS BERYL COLE, Administrative Assistant, State Department of Education

JESSIE BIERMAN, M.D., Chief, Bureau of Maternal and Child Health

JOHN L. GOFFIN, M.D., Los Angeles City Schools, and Vice-President of the Health Section, California Association for Health, Physical Education, and Recreation

MRS. ANN WILSON HAYNES, Chief, Bureau of Health Education

MISS BERTHA AKIN, Chief, Bureau of Homemaking Education

JOHN D. FULLER, M.D., County Health Officer, Santa Cruz, and Health Education Consultant, State Department of Public Health

MRS. HUNTLEY DAYTON, Seventh Vice-President, Eleventh District, California Congress of Parents and Teachers, Sanger

FRANK THOMAS, President, Fresno State College

VERNE S. LANDRETH, Chairman, Chief, Division of Physical and Health Education

The purposes of the project are announced as follows:

1. To better prepare eleventh- and twelfth-grade girls and boys in the high schools for more effective service during the war emergency.
2. To assist in developing within each pupil an appreciation of the value of good health and an understanding of the daily habits of living which favorably or unfavorably influence individual, family, and community health.
3. To challenge the thinking of each pupil in an effort to develop a breadth of vision and an awareness of each person's responsibility to make a positive contribution to the improvement of the health and general living conditions of the people in the community.
4. To familiarize pupils with health procedures and teach basic skills necessary for caring for common illnesses and emergencies in the home and community.
5. To assist in the organization of, or assist in the improvement of, existing co-ordinated health education programs at the community level that will meet the needs of the war emergency, and which will be equally effective during the postwar period.

Numerous public and private agencies concerned with problems related to individual family and community health will be invited to co-operate and participate in the project.

The program will be under the general supervision of the Division of Physical and Health Education of the State Department of Education.

Each county in the area selected has been asked to organize its own community health education committee, and likewise

each community participating in the project has been asked to organize its local community health education committee. Each school participating in the project has determined the instructional units to be included in the course offered as well as the procedure to be followed in presenting the instructional material. The public health officials in each of the counties in the area have pledged their co-operation and assistance in the organization and administration of this health education project.

PUBLICATIONS OF INTEREST TO TEACHERS

The following publications have been issued by various federal agencies and public-service organizations for use in the public school program. Much of the information made available in these publications will help teachers co-ordinate the school program with the war effort and postwar reorganization:

The School and Community Organization. Muriel D. Brown. Education and National Defense Series Pamphlet, No. 5. Issued by U. S. Office of Education.

Shows how the schools can join with other community organizations in furthering the war effort. Outlines the various types of co-operation available from the Superintendent of Documents. Price 15 cents.

Menu-Planning Guide for School Lunches Based on FDA Requirements for Type A and Type B Lunches. Issued by the Bureau of Human Nutrition and Home Economics, U. S. Department of Agriculture. (processed.)

Prepared especially for sponsors of community lunch programs who enter into agreements with the Food Distribution Administration for assistance. Free in limited quantities.

School Lunch Management. Nutrition Education Series Pamphlet No. 3. Issued by U. S. Office of Education.

Tells how state, county, and local authorities deal with problems of school lunch management. Available from the Superintendent of Documents. Price 10 cents.

Planning Schools for Tomorrow: Our Schools in the Postwar Work—What Shall We Make of Them. Leaflet No. 71. Issued by the U. S. Office of Education.

Designed to help citizens in planning postwar education—available from the Superintendent of Documents. Price 10 cents.

Our Concern—Every Child: State and Community Planning for War-time and Postwar Security of Children. Prepared by Emma O. Lumberg. Children's Bureau Publication 303. Issued by the Children's Bureau, U. S. Department of Labor.

Designed to aid communities in the state and nation in undertaking long-range programs for children. Available from Superintendent of Documents. Price 10 cents.

What About Us? A Report of Community Recreation for Young People. Issued by the Office of Community War Services, Division of Recreation, Federal Security Agency.

Describes examples from varied communities showing how young people can provide their own recreation. Single copies free.

"Lanham Act" as Amended to July 15, 1943. Prepared by Minnie Werner. Issued by the Federal Works Agency.

Should be used with an earlier computation of the Federal Works Agency, War Public Works. Single copies free.

Techniques of Law Enforcement in the Treatment of Juveniles and Prevention of Juvenile Delinquency. Issued by the Office of Community War Services, Federal Security Agency.

Manual for guidance in dealing with juvenile offenders. Single copies free.

Supervised Student Labor on Farms: The Stockton Plan. Prepared by Fred K. Spooner and J. W. Halleen. Reprint from the *Child*, July, 1943. Issued by the Children's Bureau, U. S. Department of Labor.

Based on the plan devised at Stockton, California, for the supervision of child farm workers. Single copies free.

Work Leaders for Groups of Nonfarm Youth Employed in Agriculture. Prepared in conjunction with the War Food Administration and the U. S. Office of Education. Issued by the Children's Bureau, U. S. Department of Labor.

Convenient reference for use in training leaders for groups of children who are working during the harvest on farms, available from the Superintendent of Documents. Price 5 cents. Single copies free.

War Films for War Use. Issued by the Office of War Information, Bureau of Motion Pictures.

A catalogue of films for the school year 1944-45. Contains a list of OWI film distributors in each state. Catalogue free.

THE SOCIAL STUDIES MOVE TO GEOGRAPHY

W. S. HOWE, JR., *Principal, Coloma Elementary School, Sacramento*

All subject areas in the curriculum have been affected by the war. In the social studies the modification has been from curriculum units consisting of descriptions of living and getting on in a world growing better by measurable degrees of progress to social studies units that have moved closer to a scientific and diagnostic discussion of the use of our earth, its people and resources, as a means of dynamic improvement. Before the war the child learned how the normal person lived and acted in a normal society and how he should act and live in an improved society. The elementary social studies was a balanced course in selected local ecology with geography solely the thread of connection. Much excellent thought has gone into the writing of books using this approach to understanding the world, and many writers still regard this approach as the best for children.

With the coming of war, the American people awoke to the fact of their deep-rooted ignorance of locational geography. Until 1939 we had ignored the principles of the real relationships among the social sciences, geography, economics, and sociology, and the natural sciences, geology, meteorology, and botany. Others in the world had perceived the relationships and perverted the knowledge to their own political ends. We awoke at last to see our opponents had used the common facts about the world to gain mastery while we were still ignoring the entire subject. From about 1939 we began to take interest. Our papers and their correspondents informed us of strange places with strange names, and newsreels showed us strange features of the earth's aspects. Finally the Japanese geographical master-strokes in December 1941 jolted us into full realization of our appalling ignorance.

At last geography was reborn. There arose a sudden popular outcry for maps, pictures, and descriptive summaries. The American air force with its new tasks and augmented personnel called for and stimulated courses in meteorology and geodesy. The armed forces scattered in faraway isles and continents forced the homefolk to take new cognizance of those places as positions in our grand strategy. Iola Ueblacker (11) reports that even six-year-olds make maps and ask intelligent questions about the location of the warring countries and the fighting fronts.

Furthermore, commercial aviation and military transport using faster planes and many new bases revived interest in the global concept to a pitch unequalled since the days of the Renaissance explorers. People have become acquainted with names of great airports and of the potential sites of others. More pupils in schools today know Miami as an airport than as a resort, and for many Honolulu is a clipper base rather than a port of export.

We therefore have reached a point in our teaching in the social studies where we must devote considerable time to descriptive geography. Children, receiving their motivation from outside the school, are growing aware of the whole world, and the schools must give correct information and guidance. How this new orientation of the social studies might best be adapted has been the thought of critical writers. William Habbeston (3) states that for modern purposes even the continents are myths. Geography must deal in spatial relations. Children must learn of the world's natural resources, plant distribution, and human geography. Ernest C. Witham (12) writes that the loss of our foreign resources forced reconsideration of the study of geography. The habit of listening to foreign broadcasts had awakened our world interests even before Pearl Harbor, and now there has come a need to understand history and our place in it. Place geography, therefore, if properly taught will make many things known and understood that formerly seemed vague in our economic and political development. Monica H. Kusch (4) says that we need to know the distance and time between our own and the enemy's bases. Our children have to know about

peoples, places, and climates, and must have a conception of size and distance. Pupils have had to know some of the elements of economic geography in order to understand the current rationing program and the reason for critical shortages. For living in the postwar world, it is necessary to learn now some elements of ecology, the centers of resources, populations, and the potentialities of different places in developing good standards of living.

On the basis of this renewed interest in spatial and place geography caused by recent economic and military events, the schools generally have attempted to make some few changes to meet the challenge of the world of today and tomorrow. The fact that we as a nation have been lax in our interest in geography has stirred critics, who have gone to some lengths to tell us how we should overcome our faults. Some discuss the problem and present suggested units of work and curricular change. In *Harper's* Dan Stiles (9) expresses most completely and clearly the results of the general apathy in geographic interest in our country. Lack of knowledge of fundamental geography caused us to be woefully unprepared for dealing with a world situation involving interdependence of economic areas. Mr. Stiles views this ignorance as a fault of the public schools. Even at this date little had been done to counteract this apathy. The author would correct this situation by making geography a four-year course in the high schools. The objectives should be the development of the ecological concept, understanding American regionalism, recognizing the need for conservation, seeing the global aspect of our lives and living, and developing a set of general principles in thinking and obtaining information about portions of the earth. Otis W. Freeman (2) agrees most completely that there is great need for stressing the teaching of geography as a complete subject. Leonard O. Packard (6) recommends the abandonment of the old boundary geography in favor of all-world concepts. He suggests the use of current events in the teaching of geography, the location of the spots of war activity, and the lines of different types of commerce.

Going even further, George T. Renner and Alfred H. Meyer (8) recommend a "geocentric" curriculum beginning with the development of global concepts through the use of globes and global maps. Following this, there should come a regional and national geography of our country. Lastly, as an outgrowth of all preceding work, there should be offered a series of continental studies that illustrate the "one-worldness" of the future.

Few reports have been published on the work being done. Iola Ueblacker (11) has seen geographical knowledge spread in the first grade. Helen Sue Read (7) reports that airplanes were brought into the kindergarten home unit, and that second graders were mapping the airmail routes of the United States. In Sacramento, the entire fifth- and sixth-grade courses have been tentatively revised. The fifth-grade course is a geography of the Americas, beginning with the United States. The sixth-grade course includes units on The World We Live On and Fly Over, Across the Pacific, and units on each of the continents beyond the Americas. The pupils have maintained a high level of interest and their geographic background is a source of satisfaction to them in following stirring events in all parts of the world. The mapping of air routes begins in the third grade in the study of the city of Sacramento and continues through the sixth grade. By the time the pupil has reached the junior high school he has been exposed to an organized presentation of some elementary meteorology, ecology, place geography, and spatial and time distances.

This trend in the social studies toward more geography means reorientation for most teachers. Certainly the teacher in the social studies on any level should have some scholarly background. Now the occurrence of a series of rapidly changing events makes for changing geographical emphases. The teacher will have to become versatile and adaptable. One magazine describes the condition of social studies teachings as a "geography bottleneck" (5). J. W. Baldwin (1) points out that too few teachers have the requisite scientific attitude and

informed, inquisitive minds. Mrs. Fannie Shaftel (10) maintains that social studies teachers should "have a fundamental background in biology, anthropology, sociology . . . as well as history, geography, and literature." Renner and Meyer (8) write, "those who teach tomorrow's geography must possess three attributes. . . . They must be able to see the dependence of regional, racial, and national groups upon one another. . . . They must be able to teach synthesis of discrete elements . . . Most important, they must be trained in geography. . . . The teaching of the new geography must be put on a professional rather than an amateur basis." This new stress on geography thus poses a big problem for the teacher-training institutions and for those who design programs of in-service training and advancement.

This revival of geography has caused a demand for new maps and texts for school use. New maps which purport to show the world from the point of prospect necessary in the age of air travel, and to emphasize the global concept have been widely distributed. Many of these are excellent, but a few distort true relationships, not in the same manner as the Mercator projection, but equally so. Many fine global pictures are periodically published. The child in studying these new maps is gradually being led from the unscientific conception that "up-top" is ever north. Texts are expanding their content dealing with meterology and place geography. Some few are entirely new and depart radically from the compartmentalized textbooks, but some include hurriedly gathered material inserted into older and unedited chapters. On the whole, new texts are appearing rapidly, and are gradually taking on new emphasis as local school systems come to agree upon the desired orientation of materials.

The problem of the new geographical emphasis therefore touches upon the whole school system from administrator down to the entering child. We are on the threshold of a new era of subject content in the schools. Returning soldiers will know much more than many teachers, who, through necessity, will

have to study geography. Textbooks will be renovated and their emphasis redirected. Our maps are drawing away from the traditional geometric pictures, and more and more the ocean basin areas will be illustrated as well as isolated continents or hemispheres.

We may as well get in, one and all, and refurbish our backgrounds, because our children will want to know more about the impassable mountains of New Guinea and the strange little fellows who climb them, or why planes fly to Europe one route in July and another in December. We cannot avoid this trend, and it promises to be permanent.

LIST OF STUDIES

1. BALDWIN, J. W. in *School and Society*, LX (January 10, 1942), 53-55.
2. FREEMAN, OTIS W. "Geography for the Duration," *Education*, LXIII, 263-265.
3. HABBESTON, WM. "Social Education in the Air Age," *The Social Studies*, XXXIII (November, 1942), 317-18.
4. KUSCH, MONICA H. "The Importance of Geography in War and Peace," *School Board Journal*, CVI (February, 1943), 23.
5. *Newsweek*, March 15, 1943, pp. 74-75.
6. PACKARD, LEONARD O. "Geography in Our Schools," *The Social Studies*, XXXIV (February, 1943), 71-74.
7. READ, HELEN SUE. "Trends in Social Studies-Science Program in Kindergarten and Primary Grades," *California Journal of Elementary Education*, X (May, 1942), 243-252.
8. RENNER, GEORGE T., and MEYER, ALFRED H. "Geography for Tomorrow's Citizens," *Educational Method*, XXII (February, 1943), 204-9.
9. STILES, DAN. "Why Not Teach Geography?" *Harper's Magazine*, CLXXXV (May, 1943), 626-632.
10. SHAFTEL, FANNIE R. "Planning and Evaluating Activities in the Social Studies," *California Journal of Elementary Education*, X (May, 1942), 201-215.
11. UEBLACKER, IOLA. "Map Reading at Six," *Childhood Education*, XX (October, 1943), 83.
12. WITHAN, ERNEST C. "Place Geography Is Again Important," *School Board Journal*, CIV (February, 1942), 29.

TEACHING MATERIALS ON LATIN-AMERICA

JETTYE FERN GRANT, *Supervisor of Elementary Schools,
Berkeley Public Schools*

JANE SHERROD, *Supervisor of Elementary Education,
Piedmont Public Schools*

RUBY L. HILL, *Supervisor of Junior High-Elementary Education,
University of California, Berkeley*

On February 14 and 15, 1944, a large group of educators from many fields held a conference on the campus of the University of California, Berkeley, to examine the preliminary reports of the Committee on the Study of Teaching Materials on Inter-American Subjects of the American Council on Education. The study was sponsored by the American Council on Education and the Office of Co-ordination of Inter-American Affairs. Howard E. Wilson, of Harvard University, Director of the study, served as leader of the Committee and the Department of Education of the University of California, Berkeley.

After hearing a summary of the reports, the group formed committees for specialized study in the various subjects of education: English, visual education, home economics, recreation, social studies, physical education, art, languages, college, etc. These committees attempted to analyze the problems of their specific areas and to arrive at recommendations which would aid the work of the directing committee and all teachers or group leaders who might use Inter-American materials.

The keynote plea of the conference was for accuracy in information on Latin-American countries. In all textbooks were found a myriad of misinterpretations, fatuous statements, distortions, gaps in information, and glowing generalities, all of which are likely to misguide, prejudice, and indoctrinate children as they encounter the materials in the schools. An extreme

example cited by Dr. Wilson is in the recently published book which depicts the life of a modern, successful family of Mexico City and contains an illustration showing them wearing the clothing of péons at the airport as they leave on a trip by plane. The less obvious inaccuracies are to be found in the colored statements in the literature such as "lazy péons" and "half-breeds."

The following are general types of undesirable materials that might be listed:

1. Statements which are untrue.
2. Materials which present the unique and the picturesque as the commonplace.
3. Materials which depict our culture as superior in every respect with no fair evaluation of the Latin-American cultures or the reason for their divergent paths of development.
4. Materials which are sketchy and incomplete in their details.
5. Materials which present a biased point of view which is derogatory to the total picture.
6. Statements which contain words which carry an invidious connotation.
7. Materials which are prepared with no regard for authenticity.
8. Materials which completely overlook comparison of likenesses and differences between our country and the Latin-American countries.
9. Statements which are intolerant.
10. Materials depicting a static unchanging condition in the Latin-American countries with a pessimism about their ability to improve. For example, they fail to notice Uruguay as the leader in the evolutionary extension of the state control over economic life or the development of the democratic concept which has gone on and is still going on in our neighboring republics.

In the elementary field, for example, in addition to the before-mentioned inaccuracies and bias, it was found that there is a need for more material of a detailed nature for the use of children. Materials are needed which give an appreciation of the culture, an amalgam of Spanish and Indian, now emerging in Latin-America. These materials should stress for children the broader aspects of the inter-American cultural relations rather than presenting only the formal conferences, arbitrations, agreements, and technical-political matters; they should help them recognize the development of economic ties. In the past the elementary history textbooks have stressed the period of conquest and exploration at the expense of other parts of the subject and have left the Spanish-American background somewhat detached from the history that follows. They have failed to make it clear just what consequence this background has for United States history. The "Black Legend" of Spanish colonial ineptitude, cruelty, faithlessness, bigotry, and greed needs to be re-examined and seen in relation to the English and French conquests in the United States.

The new framework proposed for the social studies in the elementary schools of California should make a large place for areas of experience centered in studies of the Latin-American countries. The broad experiences of these studies should provide for the growth of the appreciation and understandings just listed. To enrich and carry on this program a greater supply of available information at a level for children will be necessary. Such studies will create a need for accurate, clear, detailed books, slides, motion pictures, maps, and exhibits. To aid the teacher as she examines books for her own background and for the use of the children, the following list of criteria has been developed by a committee of the social studies group of the conference to point her thinking, to help the teacher evaluate the material.

CRITERIA FOR EVALUATING BOOKS FOR INTER-AMERICAN EDUCATIONAL UNITS

A. AUTHENTICITY

1. Is the author qualified in training and experience or from firsthand knowledge to write on the subject?

Example

Alice Rogers Hager, author of *Frontier by Air* (Macmillan), was invited by the Brazilian Government to come as its guest to write of the work they are doing in air transportation. She traveled extensively by plane and describes these experiences in her book.

The author of *Red Jungle Boy* (Harcourt-Brace), Elizabeth K. Steen, led two expeditions into the Araguayan River region of Brazil where the Red Jungle Boy lived.

2. Has the writer limited his subject to his special field of knowledge?

Example

Thomas H. Goodspeed, a botanist and an authority on South American plants, wrote of his own experience in *Plant Hunters in the Andes* (Farrar), a book dealing with plants.

Paco Goes to the Fair by Richard C. Gill and Helen L. Hoke (Holt) describes child life among the Indians of the Andes in Ecuador. Mr. Gill has lived in Ecuador for some time and had a ranch in the country. Much of his observation and experience appear in the volume.

3. Are the pictorial illustrations accurate in detail and background?

Example

Candido Portinari, one of Brazil's leading artists, has done the illustrations for *Maria Rosa* by Vera Kelsey (Doubleday).

4. Do the pictorial illustrations exemplify important characteristics which are normal and usual for the area described?

Example

Panchita—A Little Girl of Guatemala written by Delia Goetz (Harcourt) and illustrated by Charlotte Ann Chase presents a sympathetic, wholesome picture of a little girl among everyday people doing everyday things—working, taking care of pets, making clothes, amusing themselves on holidays, and going to school.

The author who also wrote *Letters from Guatemala* (D. C. Heath) has lived in Guatemala and has done extensive research in the area.

B. POINT OF VIEW

1. Does the text illustrate the type of living which is customary to the largest number of people—or, if only one type is given, is its relative position explained?

Example

Ruth Cady Adams in *Sky High in Bolivia* (D. C. Heath) introduces the story of Malku, an Indian boy, with a two page introduction in which she says: "Most of the people in Bolivia live on the cold, 12,000 feet high plateau called altiplano. . . . Most of the people in Bolivia are Indians. Only in the large cities are there many who have Spanish blood. On the altiplano, around the capital, La Paz, live the Indians of Arymara tribes to which Malku and his family belong."

2. Is the attitude of the author friendly and sympathetic rather than detached and impersonal or critical and antagonistic?

Example

The foreword to Vera Kelsey's *Six Great Men of Brazil* (D.C. Heath), written by M. Bergstrom Lourenco Filho, National Institute of Educational Studies, Rio de Janeiro, Brazil, shows his sympathy with Miss Kelsey's point of view. He says: "The personalities selected by Vera Kelsey are linked by a common feature; for all of them dedicated their lives to work for Brazil. They revealed our country's greatness to the world and to Brazilians themselves. All these personalities, in their courage and tenacity, patience, integrity, and unselfishness, represent qualities inherent in Brazilian character."

3. Is the book free from such biased or prejudicial statements as these?

Example

"everywhere wild-looking Indians with long hair riding wild-looking mules"

"not much progress has been made because the white race constitutes only a small part of the population"

4. Is the text free of innuendoes, unintentional condescension, romanticism or half-truths such as these?

Example

"I saw white, Indians, and mixed."

"rose-colored countries to the south of us"

"lazy people"

"South America is fabulously rich in natural resources inhabited by a docile people waiting for Yankee energy and ingenuity."

5. Are similarities emphasized rather than the differences?

Example

Mexico—Informative Classroom Picture Series (Grand Rapids, Michigan) presents both the similarities and differences. To quote, "Juanita and Panchita learn Spanish as well as their own Aztec-Indian dialect. They study reading, writing, arithmetic, drawing and painting. They learn pottery making, weaving, and furniture building. The boys learn how to grow fruits and vegetables. The girls learn to cook and sew. When school is out they play on the Pyramid steps just as you play on the school steps."

6. Have vulgarities and distasteful realism been unduly stressed or presented with a feeling of smug superiority?

Example

Most cruel aspects of bull-fighting

Extreme cases of poverty and filth

C. AESTHETICS

1. Do the pictorial illustrations interpret the text and reveal the spirit of the book?

Example

Jean Charlot who illustrated *The Boy Who Could Do Anything* by Anita Brenner (Scott) is a Mexican artist who interprets Mexican scenes with sympathy and first hand knowledge. His illustrations are an outstanding example of the illustrator catching the spirit of work.

2. Have songs been left in the original when translations would give false impressions or be unsuited for use with children?

Example

"La Cucaracha" is a song commonly used in folk-dancing classes. The music and rhythm are good, but the words, when translated, are unsuitable for classes but children can enjoy the music without being subjected to the ribaldry of the song.

3. Do the folk tales help children know and appreciate the culture, language, and traditions of the people?

Example

The Sun, The Moon, And A Rabbit, (Sheed) a series of old Mexican tales from Toltec, Aztec, and Spanish sources have delighted the children for generations. They were collected by Amelia Martinez del Rio, archaeologist and official custodian of the Monte Alban Treasure in the National Museum of Mexico, and transcribed with scholarly regard for authenticity.

The Boy Who Could Do Anything by Anita Brenner (Scott) incorporates modern inventions with old stories in a delightful manner showing folk tales in the process of growth.

This check list is concerned only with books, but it indicates the critical point of view which should be exercised in the selection of pictures, exhibits, and other teaching aids dealing with Latin-America. It is to be hoped that further study will result in the development of criteria for these other materials. It is also to be hoped that future work will bring about a more critical analysis of information on other countries which are studies by children, in order that a clear, total, sensitive understanding may be the outcome of their education.

UNITED THROUGH BOOKS

THELMA REID, *Field Representative, California State Library*

Children's Book Week, one of the oldest "weeks," has been observed annually since 1919. Booksellers, librarians, parents, and teachers co-operate to stimulate interest in more and better books for children. In bookshops, public libraries, schools and various community clubrooms, programs are presented each year in November to emphasize the rewards of reading and the satisfaction that good books can bring. Special exhibits of new titles and old favorites carry out the current Book Week theme.

The original theme of the first Children's Book Week, "More Books in the Home," charmingly illustrated in the poster by Jessie Wilcox Smith, stressed primarily the idea of books as gifts at Christmas and the building of the child's own library of classics and of books pertaining to his personal interests. In recent years the extensive range of type and subject matter in books for children and young people has reflected authors' and publishers' responses to trends of current thought and the greater employment of supplementary and recreational reading in the educational program. Correspondingly, Book Week slogans and exhibits have revealed a preoccupation with scientific and technological adventures of the modern world, contemporary travel, biography, and social problems indicative of the ever-widening span of interest in the world outside the home.

In the twenty-five years since its inception, accompanied by a phenomenal development of creative writing, illustrating, editing, and designing of juvenile books, the annual celebration of Children's Book Week has achieved much toward the aim of "more and better books for children." "New Books—New Worlds" (1938), "Books Around the World" (1939), and "Forward With Books" (1941) are examples of Book Week

themes which have been developed through programs and exhibits to attract the attention of young people and adults to the wealth of fascinating knowledge and inspiration in the world of books. We continue to stress the idea of the child's personal ownership of favorite books; and the increase in sales of books for children, particularly since the beginning of the war, has been little short of amazing. However, the vast scope of material now available requires that the child turn to the school library and the public library for assistance in the limitless exploration of book-trails to knowledge and adventure in the modern world and the enchanted past.

This year's theme for Children's Book Week, "United Through Books," is a springboard for the imagination. Beyond its implication as a victory slogan for the United States of America and the other United Nations is the challenge of achieving international understanding for a safe and peaceful world for children everywhere after the war. Furthermore, "United Through Books" is a rallying cry which calls together the best thoughts of men of good will of all time to preserve the noble heritage of the past through the printed page. None of us can foresee what the future will bring; but whatever the next decades offer, few of us can expect life to be either simple or easy. We shall need all the fortitude and courage of our forefathers plus the accumulation of education, experience and observation of today and yesterday. Each nation and each individual will have difficult problems of readjustment, and each will consider his neighbor's problems in reaching a solution for his own.

Preparation for the years ahead presents an exciting challenge, perhaps more so today than ever before, particularly to those whose work is with children and young people. A major purpose should be to give to children a realization of the great value of books all through life. Children love stories, and all of them can find delight in books which are far beyond their ability to read or understand by themselves when such material is read or retold to them by a sympathetic and enthusiastic narrator. If children, with their great capacity for wonder, their

perpetual questioning, and their almost inexhaustible energy, can only be influenced to turn to books for information, entertainment, and stimulating companionship, they will be well fortified to meet and to overcome the difficulties of the future. We have an obligation to encourage and direct this almost universal childhood characteristic into a lasting interest and appreciation of books and reading. The printed word provides a communion of spirit between the author and each individual reader. When a book has particular meaning for a reader, there is a unique fusion of minds which is a profound and deeply personal experience. A special significance waits in all great books for the reader who comes prepared to grasp the revelation, to seize upon it, and make it part of his experience.

To become educated and enlightened as individuals and as citizens in the postwar world, children need to learn to read with ease, with perception, and with understanding. This is an accomplishment, like most others, to be learned by doing. Children who have had the privilege of owning and knowing books at home, learn early in life the delight of reading for information and for pleasure. Here in California, most children now have easy access to well-selected books in quantity through their classroom collections, their school library, or the children's room of the nearby public library. Collections in county libraries in forty-eight counties make available picture books, supplementary readers, recreational reading, and miscellaneous library materials to the child in even the most remote rural school. Visits to the children's room of the local library by classes help to introduce the wide range of public library services to the child. Familiarity with books cannot begin too early.

. . . Even in the primary grades, children should be given time to read just for the fun of reading. They need to experience the pleasure that comes from browsing through books and from reading about favorite pets or pastimes. It is only through constant association with books that children can come to know the enjoyment books give . . . Through recreational reading the child actually puts into practice the techniques of reading he has been

acquiring. He is increasing his ability to read by practicing the art of reading. He is increasing his speed by reading more. He is acquiring the habit of reading the way he acquires other habits—by experience and by repetition. He is increasing his vocabulary, expanding his interests and enlarging his horizons. He is, in fact, learning to read by reading.¹

One of our chief aims during the war and after is to find some means of counteracting for children the increased tension, emotional restlessness, instability, and insecurity which children must suffer in such times. Books provide one of the most effective means of achieving this aim. Books help build courage and ideals by preparing a rich background for the present through knowledge and understanding of the past as a foundation for a brighter future. Although children in wartime especially need books of fun, fantasy, humor, and fairy tales to enrich the spirit against the inroads of cruel reality, let us not protect them too completely from the harsher aspects of life. Young people will be better able to maintain their own balance and perspective if they meet the truth in current affairs fortified with knowledge of the strength and weakness of human nature as revealed in books. In her much quoted Newbery Award address, "Lose not the Nightingale," before the 1937 session of the American Library Association Section for Library Work with Children, Frances Clarke Sayers inquired:

Of what are we afraid? Of words, of emotion, of experience? We are very tender, it seems to me, of the young, and tenderness is no preparation for a world half mad, and savage. What children need to know is not how dairies and bakeries are run; not the organization of industry, but what spiritual disaster is at work in the world today. There is a paragraph in Anne Carroll Moore's *Crossroads to Childhood* which says it exactly:

Nearly everything that happens in novels had happened in the village where I grew up. Here were romance and mystery, beauty and terror; here lived cowards, liars, thieves and adulterers, as well as men and women of character and definite achievement. I had seen with my own eyes, heard with my

¹ Jewel Gardiner and Leo B. Baisden, *Administering Library Service in the Elementary School*. Chicago: American Library Association, 1941, p. 143.

own ears, and felt with strong feelings of my own the human drama in which I was playing a part long before I was fifteen.

A frank determination to know all that can happen to human beings in books or in life is quite different from a prurient curiosity.

Feeling under the obligation myself, I have never been shocked to find other boys and girls similarly impelled to find out all they can. Tragedy lies, I think, not in knowing too much, but rather in not knowing enough to think through.

And Mrs. Sayers comments:

To know enough to think it through as individuals, and as inheritors of a world both wise and foolish, both kind and cruel.¹

The rueful discovery that human nature has not greatly improved and that the world repeatedly lapses into the same old routine of hate and retribution is somewhat mollified by constant demonstrations of the great resilience of the human spirit, today as always. As Doris Gates has written,

. . . Through stories so old that they are lost in the mists of 'once upon a time,' children and their elders can learn that in a distant past as now, most men led lives of 'quiet desperation,' that then, as now, they struggled for their daily bread, that then, as now, hate and grief and courage dwelt in men's hearts.²

Young people have a great capacity for idealism and imagination. Preparation to meet the postwar world without too great disillusionment must come largely from the realization of mankind's heritage of courageous struggles, courage, and triumph throughout history. In addition to the wide range of purposeful information and training in the scientific and technological advances of today, they need particular emphasis on the great imaginative and inspirational interpretations of the enduring values of humanity.

The 1944 Book Week slogan, "United Through Books," should have particular significance for children in the United

¹ Frances Clarke Sayers, "Lose Not the Nightingale." *Bulletin of the American Library Association*, XXXI (October 1, 1937), 627-8. Quoted by permission of the publisher.

² Doris Gates, "There's a Reason." *Horn Book Magazine*, XIX (September-October, 1943), 291.

States. Our *unitedness* is an essential quality of our national history. The different races, colors, creeds, the various factions, interests, and elements which unite in the "world's melting pot" to weld a mighty nation vividly illustrate the freedoms and principles of democratic ideals for which we are struggling. Our American demonstration of democracy-in-action is not perfect, but it has survived dark hours of trial, and we emerge from each test more sturdy than before. The truly characteristic aspect of the national unity is the vibrant living relationship expressed by John R. Tunis in an address to the students of Abraham Lincoln High School [Brooklyn, New York], in which he discussed faith and democracy:

There is one fundamental we ought all to remember. That is the fact that the United States of America was conceived, built, and made great by men of faith, of enormous faith . . .

. . . The future of this nation, or any nation, depends on the faith of its citizens, and especially of its young citizens . . .

The spiritual frontiers, the chance to lead worth-while lives, to be of use and value to your fellow men, to be happily and constructively engaged, are greater today than ever. Because today more people than ever are thinking about their fellow men. The industrial frontiers of our nation, too, have hardly been tapped. In social work, in research, in business, in every walk of life, the frontiers stretch ahead, challenging you. America needs *you*, your brains, your energy, most of all your faith.

. . . And remember, above everything else, that American democracy is faith. A faith in man and his capacity to improve and make a decent society. As long as you have faith in this nation and the eternal principles upon which it was founded, you have nothing to fear. Fellow Americans: truly we are citizens of no mean city. This of all times in history is the best time to be a citizen of the United States.¹

Let us then observe Children's Book Week this year, "united through books" with faith in our young people and faith in the future.

¹ John R. Tunis. "Faith," *Horn Book Magazine*, XIX (September-October, 1943), 329-334. Quoted by permission of the publisher.

WARTIME ADJUSTMENT PROBLEMS OF THE CHILDREN OF ONE CALIFORNIA COMMUNITY

RICHMOND BARBOUR, *Director of Guidance,*
San Diego Public Schools

INTRODUCTION

The essential preliminary to treatment of maladjusted children is an understanding of the problems creating the difficulty. If problems can be isolated for dispassionate consideration, remedial measures may be developed which are sufficiently specific to be effective in preventing further trouble.

Broadly speaking, the level of adjustment for any mortal depends upon how well he is able to obtain satisfaction for certain inherent needs or drives. For example, each human being, if he is to achieve normal growth, must have a certain basic security in his relationships with adults during the period of infancy. He needs to know that if he is hungry he will be fed, if thirsty he will be given something to drink, if cold he will be clothed, and so on. As the years pass, other needs appear. A need for some measure of recognition from others is inherent, and feelings of adequacy and success are as necessary as food and shelter. If the basic needs are permanently denied, an abnormal personality, a poorly adjusted personality, will emerge.

Growth in a complex civilization is more painful than in simpler or more primitive cultures. The anthropologists have found that relatively little sublimation of basic satisfactions is needed in many primitive savage groups. The natural man may take what he wants when he wants it—he may rob and kill and steal all in a socially approved fashion. Twentieth century western European culture, apart from war, does not allow such behavior. The individual has to learn to control himself and to

be satisfied with substitute gratifications. So in the present culture, the period of dependency of children has been greatly prolonged to make essential learnings possible. Elaborate educational systems have been established. Many barriers and taboos have been set up in order that children can learn the approved behavior of this civilization and can become contributing members in our culture.

On top of the difficulty of growing up in a complicated culture, there has come the shocking impact of war. Most people will agree that war is the most terrifying human experience, the most completely destructive to normal growth, as well as to human life and property. There is nothing so horrible as war. So it behooves Americans everywhere to study the present problems of the wartime growth of American children and to act wherever possible to protect the children and to lead them into as nearly normal growth as is possible under present circumstances. The present generation of adults in Germany and France give evidence of the significance of growing up during the last war. Their personalities were so scarred, their adjustment to life so bad, that in Germany they were perfectly willing to sell out to the dictator and in France they were so incapable of action that they allowed their nation to wither away. It is reasonable to ask whether or not our children now growing up in the United States are going to be normal enough and stable enough to preserve our democracy. Will they be fearful, insecure, frustrated specimens willing to sell out to a Mr. Big who promises to be their "father" and solve all their problems? Or will they be healthy, self-reliant, secure persons able to work together to solve the great problems that will face them? It is conceivable that the schools of America, by their wartime programs, may tip the scales in one direction or the other.

The materials from which has been drawn the present analysis of the wartime problems of the children in one California community are the case records of maladjusted pupils maintained by a staff of eleven visiting teachers and attendance counselors, working through the school Bureau of Child Guidance of

that community. The community is San Diego. The pupils all were referred to the workers of the Bureau of Child Guidance by school principals on the basis of severe maladjustment in school. The factors isolated by the workers are summarized and discussed in this paper. The visiting teachers and attendance counselors all are experienced, trained school social workers, most of them holding a certificate in psychiatric social work in addition to California teaching credentials.

The problems of youngsters growing out of the war situation in this community are not in themselves new. They are familiar problems that workers in school guidance always have dealt with. But they do appear in a changed and changing relationship. What is new about them is the frequency with which they appear and the degree of seriousness they achieve.

Perversely enough, there are some advantages to child growth and mental health brought about by current conditions. Some teachers have pointed out that there seems to be more emphasis on group co-operation and on the need for working together in a common cause than upon individualistic competition. Adult counselors have reported that women now have more opportunity to gain recognition through Red Cross or USO endeavors, or through work in war plants, so that there are fewer cases of frustrated mothers. Most observers find something good in the exhilaration which occasionally accompanies the war effort—the feeling of being “out of oneself” and engaged in something greater than oneself. But these benefits are minor.

PROBLEMS

1. The overwhelming problem in the homes of thousands of San Diego children is the loss of intimate, daily, minute-by-minute contact with their mothers when their mothers are off at work. Every study of human personality underlines the importance of mother-child relationships. Is Mama on hand to feed the baby? Does Mama cuddle the baby and laugh and joke with it? Or with the older ones, is Mama there to bandage up the skinned knee and to comfort the child when he falls and cuts

his lip? Is mother on hand to advise and guide as childhood merges into adolescence? Basic emotional security grows out of mother-child relationships and there seems to be no real substitute for it.

2. A second factor is the absence of the father from the home. Obviously the manpower of the nation must be mobilized for war, and fathers cannot remain with their families. The war must be won at whatever cost. It is unwise, however, for school people to shut their eyes to the effects of the absence of fathers. School children do need the security and stability that comes in the normal home from their fathers, do need the masculine influence. In addition to the home situation, it is necessary to recognize that most men have left elementary school teaching and administrative positions. The result is that elementary school children are growing up in an almost entirely feminine world.

3. A third factor growing out of the upset family situation is rather difficult to describe, although it is very easy to observe. Many parents seem to lack interest in the day-to-day growth and welfare of their own children. Adult interests now are outside of the home. Families have moved—America has seen the greatest migration of history in the last two years. Families feel irresponsible. Those adults not in the service may be earning larger sums of money than they have earned before. All of this leads to a disturbance of the normal, intimate family care of children in many cases.

4. A fourth factor is poor housing. Normally in this community it has been possible to expect poor housing in a few rather closely defined underprivileged neighborhoods. Now it is found almost everywhere—several families living in one house, all trying to cook on the same kitchen stove; innumerable families living in slightly remodeled garages; situations where two families occupy one room; families living in cellars. These conditions of wartime housing in this California community are so bad that hundreds of children are underprivileged from this standpoint regardless of the economic status of their parents.

5. A fifth factor has to do with community recreation. Five years ago this city did have an adequate recreational program, but the facilities have not expanded as rapidly as the population has grown. In many neighborhoods there is literally no place for children to play.

6. The sixth factor is the presence of too much money in the hands of children and young people. Jobs are plentiful and the wages high, almost without regard to an individual's ability or effort. The 16-year-old boy who was truant from school in order that he could earn eighty dollars a week driving a beer truck was an extreme example, but it actually happened.

7. One problem affecting high school girls more than boys, although both are concerned, is simply the presence of many, many thousands of service men in the community. Service men all seem to have money in their pockets and a desire to spend it on a girl. And they all have the protective semi-anonymity of a uniform. Most of them are perfectly decent fellows, but the temptation is great. Their presence has been the principal factor in a rise of sex delinquency of adolescent girls of more than one hundred per cent since two years ago. Their presence creates problems for boys, since few high school boys can compete with the glamour of a uniform.

MEETING THE PROBLEMS

The school system has tried to meet these problems through the classroom, through reorganization of school facilities, and through the joint endeavor of school and community leaders.

1. *Classroom.* The fundamental task is to provide relationships in the schools which will form adequate substitutes for the missing home relationships and which will lead to feelings of security and safety in contrast to insecurity and fear. This is no easy job. It involves the active and intelligent effort of every teacher every minute of the day. The school has attempted first to keep all teachers informed regarding the adjustment problems of children, and regarding the very great necessity for unusual patience and interest. The importance of a friendly, happy

classroom has been kept in the foreground in the thinking of teachers as well as principals. Home-school contacts and joint endeavor have been stimulated. Teachers have been encouraged to develop careful studies of the most maladjusted children in their rooms and to consult with principals, visiting teachers, and others regarding means of solving personality adjustment problems.

2. *Organization of School Facilities.* A special city-wide program inspired by the board of education was developed in the field of character education. It attempted to stimulate schools to provide those experiences which lead children to establish habits of responsibility, honesty, co-operativeness, and the like. Special study groups of principals were formed to analyze the problems and to carry out experiments with the help of their teachers in finding ways to meet them. Throughout, the prime importance of classroom teachers has been recognized and their position as guide, counselor and friend has been emphasized.

School facilities underwent some analysis in relation to the increased need, and numerous changes have been made. The school system for two decades has maintained a Bureau of Child Guidance, staffed by psychiatric social workers and psychologists, to provide individual study and guidance of the more maladjusted children. This Bureau has been reorganized and its staff more than doubled in size.

Within the secondary schools, the counseling organization has been expanded and the number of pupils assigned to each counselor drastically reduced. Attendance accounting has been reorganized and checks on absence made much earlier than heretofore. The result has been a reversal of the increase in wartime truancy so that truancy has been reduced to prewar levels.

The inadequacy of community recreation facilities has led to a great expansion of school recreational programs. Expanded after-school and week-end school-directed recreational programs are being held in all of the secondary schools. The schools have stimulated the formation of community recreation centers and have made school facilities available for dances and other types

of community recreation. Several of the secondary schools have established new club rooms for use after school, in the evenings, and during week ends as a supervised "hang out" for pupils.

Remedial clinics have been established to assist in solving difficulties in reading and other skills.

In the elementary schools, most of the principalships which formerly involved part or full-time teaching have been made into full-time supervisory principalships, in order that better leadership can be exercised.

Active central leadership for all of the guidance and adjustment phases of the school system has been provided through the creation of the position of director of guidance.

3. *Community Co-operation.* Wartime adjustment of children is a community-wide, not just a school problem. In this community, school representatives took the lead in organizing better community facilities for children. City-wide co-operation of character building agencies, school agencies, juvenile bureau of the police department, probation office and juvenile court was provided through the organization of a central committee of leaders in these fields and through almost daily contact between the leaders. Assistance has been provided in expanding the juvenile bureau of the police department. Assistance has been provided in the speeding up of the processes by which official agencies handle delinquent children. No longer is it necessary for a child to wait ten or twelve weeks to get a hearing in juvenile court.

One of the most profitable endeavors has been the establishment of informal hearings, at which the juvenile court judge, the director of guidance, the visiting teacher or attendance counselor, the school principal, and the parents meet with the child or children involved in misbehavior and attempt to find solutions without actually committing the child to the jurisdiction of the juvenile court.

Recreation activities in this community for many years have been under the direction of a director employed jointly by the schools and the city. The staff in this department has been expanded and a very greatly increased budget made available.

Child-care centers and nursery centers have been established.

Many community problems still remain unsolved just as do many school problems. There seems to be no adequate way to evaluate completely the results of the attempt of this community to meet the wartime problems of its children. There have been indications of success in some directions—noticeably the reduction in truancy and a consistent reduction in delinquency over the past eight months. In the long run a continuous and consistent effort by all school people cannot help but affect the emotional well-being of most pupils. Schools can help meet the wartime problems of pupils, can serve as a partial stopgap until the return of peace, and the re-establishment of the American home.

LOS ANGELES COUNTY PROGRAM IN RADIO EDUCATION

HELEN RACHFORD, *Acting Director, Division of Audio-Visual Education, Los Angeles County*

Schools can no longer overlook the dominating influence radio has become in the lives of young people. Boys and girls spend more time in listening to radio programs than in reading or seeing motion pictures. Radio programs teach many things their parents and teachers do not. The social adjustment of the adolescent is sharply influenced by the radio programs he hears regularly. Radio is, therefore, a challenge to every school to make the best use of its unlimited possibilities for the classroom.

Broadcasts are most useful for instruction when they present something more effectively than the school can. For example, a weekly symphony program comparable to the Standard School Broadcast or the American School of the Air series, would be difficult for a school to present. When radio programs offer something more than the classroom situation can afford, when they have a place in the material being studied and are pertinent and interesting to the children, then they should be part of the regular instruction.

The Los Angeles county program in radio education has been planned to supplement classroom activities. Three major objectives have guided this year's work: to develop discrimination in radio listening both in and out of school, to encourage participation in broadcasts, and to provide in-service training for teachers.

DEVELOPING DISCRIMINATION IN RADIO LISTENING

The first step in developing discrimination in radio listening is to encourage teachers and pupils to listen to all types of

programs. "Listening for Victory," the monthly radio guide of the Los Angeles County School System, lists representative programs of all kinds in order that the teacher and the pupils may have a choice of programs and may improve their taste in listening by comparison, evaluation, and selection.

An experiment in radio listening is being conducted by several interested teachers to determine which programs pupils listen to and how their listening tastes can be influenced. After a short informal discussion of radio, each pupil is asked to make an unsigned list of the twenty programs he listens to in the order of his preference. The teacher collects the lists, has a student committee put the five programs rated highest by the class on the board for the next day. Each day for at least a month some mention of radio is made. No programs are labeled good or poor by the teacher. No assignments to listen outside of school are given, but a certain place on the blackboard or bulletin board contains a notice which reads "Programs you can hear tonight—" The following day these programs are discussed by those who have listened. Pupils often come in before the class bell rings to report what they heard.

The class radio is turned on for such programs as The Standard School Broadcast, the American School of the Air, and occasionally for newscasts. With careful guidance and practice, students in the upper levels of the elementary school quickly learn to recognize sweeping generalizations, name calling, false statements, and emotionalized words in newscasts and political speeches. For all class listening definite preparation is made and a clear-cut follow-up planned. Radio stations KNX, KHJ, and KFI, Los Angeles, are sending weekly publicity about programs to the teachers taking part in the experiment. At the end of one month, the pupils will again be asked to list anonymously the twenty programs they liked best. It is anticipated that the second lists will contain a wider variety of programs, more news broadcasts, round-table discussions, and symphony orchestras.

Transcriptions of several of the well-known radio series are available for distribution through the Office of the Los Angeles

County Superintendent of Schools. Although records of many of the most popular programs lent by the stations have been recalled because of their aluminum bases, distribution of transcriptions owned by the schools continues. Last year the schedule of bookings showed approximately 2500 orders filled.

ENCOURAGING PARTICIPATION IN BROADCASTS

Nineteen groups of students from high schools and junior colleges in the county participated in the weekly informal panel discussions over Station KNX as part of the series, "This Living World." Pupils in the upper levels of the high school are more fitted than younger children for broadcasting and only occasionally ninth and tenth grade children have participated. Mimeographed publicity sheets advertising the next two student broadcasts are sent out alternate weeks to participating schools. The publicity sheet for the broadcasts on March 10 and 17 is included at the end of this article.

Simulated broadcasts are effective substitutes for actual broadcasts. Providing teachers with radio scripts that children can produce for classroom and assembly utilizes radio as motivation. Scripts are available for distribution to the schools through a lending library. The scripts range in subject matter from "Simon Bolivar," suitable for senior high school, to "Young Mr. Lincoln" and "Man Without a Country" for upper elementary, and "Rumpelstilskin" and "Beauty and the Beast" for the younger children. During January 1943, 46 sets and 757 individual copies were sent out. Thirty-five schools received scripts during the period, January through May, 1943.

IN-SERVICE TRAINING OF TEACHERS

Institutes on radio and on audio-visual aids have been successful in acquainting teachers with some of the possibilities of radio in the classroom. Workshop sessions are most enjoyable and instructive. Teachers listened to radio transcriptions and discussed how they could use them in certain units of the course of study, and dramatized short radio scripts using the public

address system. Effective methods of using auditory and visual aids were discussed and instruction sheets given out.

In several sessions held in different areas of the county, eighth-grade students gave demonstrations in which they analyzed radio newscasts. In two sessions the correlation of radio and audio-visual aids was demonstrated by three teachers who showed how they used transcriptions, scripts, slides, and radio broadcasts to make their work timely and effective.

Members of the county staff are frequently invited to talk on radio and visual aids and to give demonstrations that make use of classes before faculty and PTA meetings.

The Spring meeting of the Social Studies Association, May 6, 1944, included a radio feature in which Mr. Fox Case, Station Manager, KNX, Mrs. Frances Wilder, Educational Director, CBS, and a staff of announcers and newscasters gave a demonstration of how news is received, prepared for broadcasting and broadcast.

A conference of interest primarily to teachers of language was held in April. The speakers included religious, political, and educational leaders and authorities in publishing and broadcasting news.

A special preview of the Pacific Story broadcast was arranged, April 16, Station KFI, for teachers, students, and their friends interested in trends in the Pacific area. Pertinent points in the history and development of Sinkiang, Chinese Wildwest, and changes expected after the war were brought out. Mr. Arnold Marquis, writer-producer of the series, Mrs. Helen Goldsmith, research authority, Mr. Wayne Kenworthy, assistant to the manager of Public Service and Station Relations, and Mr. Jennings Pierce, Director, Public Service, NBC, led the discussion before and after production.

Plans are now being made for Harrison Wood, a well-known newscaster from Station KHJ, Mutual, to present his forenoon fifteen-minute broadcast at several of the nearby schools. This short demonstration will afford both teachers and students an opportunity to witness the broadcast and to ask ques-

tions of the newscaster and the technicians before and after the program goes on the air.

The phases of radio education outlined here are preliminary to much greater development in the use of radio as an educational tool. Education looks forward to a wider adaptation of radio to education and to a time when receiving and sending equipment will be fully used in schools.

Los Angeles County Audio-Visual Bulletin—Special No. 41, is reproduced here as an example of the help offered to teachers.

HELPS FOR UTILIZATION OF VISUAL AND AUDITORY MATERIALS

The wide use of visual and auditory materials in our army and navy training programs has proved their value for classroom instruction. Because of their effectiveness in helping to train thousands of men quickly and thoroughly, audio-visual aids to teaching will, no doubt, take more prominent place in the postwar education than they have been given previously.

Through films and slides, modern subjects are presented in an up-to-date medium and traditional subjects are made more vivid than they ever could be through text and lecture alone. Classroom work can be made more interesting, varied, and worthwhile, depending upon the teacher's wishes, imagination, and initiative. Experiments, field trips, travel scenes, current events, and drama presented by professionals, can now be brought before the students with very little effort or expense.

To realize the greatest value from visual aids, however, they must be an integral part of the lesson—brought in when the class is ready for them. Certain techniques and general principles are suggested here for the most effective use of visual materials.

PREPARATION

1. Analyze the course to find where visual materials can be used most effectively, and for what purpose
2. Preview available materials carefully
3. Select materials for a certain purpose, such as, to
 - a. introduce a new subject
 - b. emphasize certain points

- c. broaden understanding
- d. build appreciation
- e. summarize a part or all of the work
4. Set up definite and immediate aims for the lessons
5. Plan to check beforehand materials, light, screen, projector, transcription player, ventilation, time required for use, to insure that everything is ready

THE SHOWING

1. Plan the showing so that there will be optimum attention to the material and minimum interruption during the showing
2. Help the class by providing certain definite questions and specific things to look for

THE FOLLOW-UP

1. Check information gained by the group (short written quiz on main points, oral discussion, or both may be desirable)
2. Talk over major points brought out in the material
3. Attempt to build discrimination for pictures as well as for printed matter
4. Reshow materials, entirely or in part, if the group is interested or will profit from seeing them again
5. Turn to a practical application of the information if possible. Examine each student's work for evidence of values gained from the visual materials used
6. Record notes on the use of specific visual aids so that in future showings you can take advantage of earlier experiences

AN EMERGENCY REMEDIAL READING PROGRAM

Roy E. LEARNED, *Principal, Washington Elementary School,
Sacramento*

Life becomes more complex with each passing month of the war. The word *emergency* is constantly on our lips. Government, business, agriculture, religion, and education are daily facing new emergencies. How different the elementary school is from only a year ago! Today we must assume police functions to provide a crossing guard to protect the children as they stream across an intersection of a traffic-swollen arterial. We must increase the tempo of stamp sales with campaigns to curtail lavish and wasteful spending by the children. We must give more time to counselling both pupils and parents to overcome the negative effects of the participation of mothers in war work.

Obviously, under an avalanche of new demands certain essential elements of the instructional program are destined to suffer. Remedial reading instruction may be one of the first to lose ground, because of its requirements in practice and skill. Although by acknowledged merit it has long found an accepted place in the classroom, it may easily be pushed aside in many schools for the duration. This is most unfortunate, but it can be prevented by promptly modifying remedial reading instruction so as to select those practices which will yield the maximum results for the time and effort expended.

The first step is to ferret out those pupils who are seriously retarded in their ability to read but who possess normal and even superior natural talent for reading. To illustrate: practically every sixth-grade class has at least one pupil who reads far below the accepted level for his class. Yet, investigation may reveal that this same pupil possesses the inborn talent to read, if properly trained, at sixth-grade level or even much higher. Some-

times, a single class may have several pupils who are seriously retarded when considered in the light of their natural abilities.

The teacher may be unaware of their potentialities because they perform so poorly and are so indifferent to the classwork that she considers them to be quite dull. Their restricted growth in reading accomplishment may have been brought about by the insecurity of disorganized home life, constant moving from place to place, crowded classrooms, intermittent illnesses during the primary grades, defective hearing, poor eyesight, and numerous other causes affecting the child singly or in combination. These pupils, because of their excellent capacity to learn and their great retardation to be overcome, give promise of much larger returns for remedial efforts than the congenitally dull or the normal, who are only slightly retarded. Moreover, learning to read possesses for them greater future significance than for any other group of boys and girls in the elementary school. Unless they master this basic skill, the doors of formal education will be closed to them very early.

The best way to distinguish between pupils retarded in reading who have normal retarded ability and those who are dull is by means of tests in reading, administered in conjunction with tests of mental ability or of reading capacity. A simple standardized reading test should be given to at least all those pupils whose daily reading performance is plainly below grade. The *Los Angeles Elementary Reading Test*¹ is satisfactory for this purpose, is inexpensive, and can be administered to a small group while the rest of the class is working in the library or studying in the classroom. Some teachers prefer to use a battery of ten or twelve of the *McCall-Crabbs Standard Test Lessons* because of their instructional values and to administer these tests to the whole class, particularly if dealing with only a part of the class is inconvenient. If standardized tests are not available, the teacher may employ any well-graded series of readers to determine the approximate reading level of each of the retarded pupils in her class.

¹ Jessie E. Ingraham, *Los Angeles Elementary Reading Test*. Los Angeles: California Test Bureau, 1944.

A mental test, or preferably a test of reading capacity, of the pictorial type should be given to each pupil whose reading performance is definitely below normal for his age. The *Durrell-Sullivan Reading Capacity and Achievement Test*¹ is excellent for this purpose. It is thoroughly enjoyed by the children, is easy to score, and is exceptionally reliable for a group test. The difference between a pupil's age or grade score on this capacity test, and his age or grade score on the reading achievement test, indicates how much he is actually retarded in reading. It is not uncommon to find a twelve-year-old pupil whose actual reading performance is scarcely up to third-grade level reveal an innate capacity for reading as much as five grades higher, or an eighth grade level. A difference of three years between achievement and capacity is not unusual.

Once the teacher becomes aware through testing of the discrepancy between performance and capacity in a child, she will soon see numerous confirming evidences of his native ability to which she was previously oblivious. He may show unusual skill in a game of high organization requiring quick thinking, or he may demonstrate a superior language aptitude in an original, well-organized appeal to his fellow pupils in an assembly.

Retarded pupils who are capable are usually unaware of their ability. They think reading is beyond their conception. Directly and by implication, they frequently have been told by their fellows, their parents and other relatives, and even their teachers, that they are dull. Long discouragement has prevented them from trying. They seek the information which other pupils gain economically through reading from the more haphazard sources of the radio, the movies, and conversation.

It is very important that a retarded, but capable child be made aware that he *can* learn to read. He should be told frankly what his reading capacity is, and how the test was instrumental in determining this information. Reading capacity which, incidentally, correlates closely with mental ability, need not bear the

¹ Donald D. Durrell and Helen Blair Sullivan, *Durrell-Sullivan Reading Capacity and Achievement Tests*. New York: World Book Company, Yonkers-on-Hudson, 1937.

cloak of professional secrecy customarily surrounding the intelligence quotient. The parents, by all means, should be apprised of their child's ability. Conferences with parents in which they learn the true capacity of their seemingly backward child to learn to read are most pleasant. If the parents are reasonably stable and dependable, co-operative plans between the home and the school for the child's reading rehabilitation may be formulated at once. Most parents, for example, are willing to seek medical help to determine and remove, if possible, those physical handicaps such as visual or hearing impairment or dietary difficulties that may contribute to retardation in reading.

Poor readers generally have had a very restricted reading experience. Perhaps, the parents themselves take little interest in reading. They may not buy books, subscribe to magazines, nor make use of the public library. Even such parents may be made to realize that their example probably has had a negative influence upon their child's reading achievement and made to show a willingness to remedy this defect. At any rate whether or not parents take time to read for their own enlightenment and pleasure, they can often be encouraged to foster for their child a wholesome home reading program, in keeping with the teacher's suggestions. In guiding parents who wish to help in the choice of their child's reading material, it must be constantly emphasized that the material be reasonably near his achievement level and of definite interest to him.

Daily home reading is almost obligatory if a retarded reader is going to make progress which will maintain his enthusiasm. He must compensate for his previous lack of reading. No matter how much his teacher encourages him at school and helps to find him interesting material to have constantly at hand for free moments, he will not have time enough for the volume of reading he must do. Home reading by adding to this volume gives him facility. Fortunately, it is not difficult to find an abundance of tempting books in the children's department of any good public library and on the shelves of the school library. The special interests of these retarded readers can be satisfied

without too much difficulty, and it is of paramount importance to do this. I have watched a nine-year-old boy in the fourth grade, virtually a nonreader, reach the seventh grade reading level within three years' time by persistently following a passionate interest—horses. Although his range of reading was temporarily circumscribed, he was wisely encouraged in this by both his parents and his teachers.

Morale building on a broader base than skillful encouragement of reading at home and at school is a prime essential in a remedial program even though it is planned for retarded pupils with considerable promise. They must have a share in the many tasks which children delight in performing within the classroom and within the school as a whole. As we all know, pupils will come early and stay late to help the teacher with a special job or to assist the principal in the office. Participation gives a capable pupil, who reads poorly, a prestige for which he longs, and if wisely handled by the one whom he is helping, may offer a practical incentive on many occasions for better reading.

Techniques of remedial instruction, which once occupied the major effort of the teacher, I am purposely leaving to the last. To me, it is the least important aspect of the problem of remedying reading difficulties. Unless a child has an inner yearning to read, techniques are futile. Once that urge is foremost, and if his level of mental maturity is fairly high, he quickly can be taught the initial consonants, the principal sounds of the vowels, the most important initial blends, and a few common endings so as to eliminate the wild guessing at words. He must be reminded that mere word calling is a waste of effort, and that he must always search for the meaning of every sentence he attempts to read. A good primary reading manual is a valuable reference for a teacher of remedial reading on any grade level.

Despite war time pressures, a program of remedial reading instruction of considerable merit can be pursued today if one carefully selects his candidates for instruction, inspires them, and keeps them reading.

PROGRESS IN ELEMENTARY EDUCATION DURING THE NEXT DECADE

HELEN HEFFERNAN, *Chief, Division of Elementary Education,
California State Department of Education*

How and where can progress in elementary education be achieved during the next decade? Are the services of an oracle needed to determine the answer? Is the answer not to be found in our belief in the ideals and principles of democracy?

A democratic society implies a way of life through which the best opportunity is provided for each person to achieve the realization of his finest potentialities. If such a basic premise is accepted, one need not appear in the guise of a prophet. It will be necessary only to observe and evaluate how well democracy is functioning for all groups of children and to apply the necessary corrective measures at those points where democracy has not fulfilled its meaning.

For which children or groups of children in California are opportunities lacking for them to grow and develop to their fullest capacity?

Observation and experience would indicate at least four groups of children who are in dire need of improved opportunity either through educational readjustment, political action, or both. As education devises a course of action in response to the urgency of their need, democracy is realized, and education fulfills its function of promoting the highest social good.

THE MENTALLY HANDICAPPED CHILD

The first child to whom education might well direct attention is the mentally handicapped child.

During the past decade, California has made marked progress in the education of physically handicapped children. In

the year 1934-1935, excess cost apportionments were made to elementary school districts for 2910 children in average daily attendance; in 1943-1944, excess cost apportionments were made to elementary school districts for 4493 children in average daily attendance. The number of physically handicapped children in high schools for whom excess cost apportionments were made increased from 343 in average daily attendance in 1934-1935 to 1704 in 1943-1944.

Although consistent progress is noted in the development of special educational facilities for physically handicapped children another group of children constituting 2 to 4 per cent of the school enrollment are in need of special classes or individual instruction at least to the same extent. The importance of special consideration for the mentally dull is urgent not only that these children may receive the kind of education which will make them socially acceptable and economically self-sufficient but also in order to free the time of the classroom teacher for the so-called normal children. The two residential schools for feeble-minded children, now financed through state funds, are already overcrowded and have long waiting lists. It is obvious that California must devise plans (1) to care for mentally handicapped children outside of costly custodial institutions, and (2) to guarantee that the educational opportunity of normal children shall not be jeopardized by the presence in schoolrooms of children who absorb an inordinate amount of the teacher's time.

The United States Office of Education in 1940 reported 12 states—Connecticut, Maryland, Massachusetts, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Virginia, Washington, Wisconsin, and Wyoming—as providing state aid to meet the excess cost of educating mentally handicapped children in day schools.¹ A variety of methods is used in making such allotment. In four states,² each special class is considered a teacher unit in the apportionment of state funds. In two

¹ Elise H. Martens, *State Supervisory Programs for the Education of Exceptional Children*. Bulletin 1940, No. 6, Monograph No. 10, Washington: U. S. Office of Education, 1941. pp. 8-9.

² Maryland, Massachusetts, New York, and Washington.

states,¹ a specific amount is allotted per teacher. In two states² the allotment is \$100 annual maximum state subsidy; in one state,³ an annual subsidy of \$40 per pupil is provided. In two states,⁴ a total biennial appropriation is made for special education which is drawn upon as needed. In one state,⁵ a given percentage of the teacher's salary is provided.

According to Dr. Elise H. Martens, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education, the per-pupil allotment seems to be coming more and more into favor. Many questions arise concerning how much and on what basis the State should contribute. No question exists, however, on the desirability of including the mentally retarded child in an adequate and suitable program for the education of exceptional children in all types and sizes of school districts.

What children shall be included in a program for the mentally retarded? In nine of the states⁶ making provision for subsidy for mentally handicapped children, a minimum mental age of four or five years is required with an I.Q. range of about 45 to 75. Roughly speaking, such children comprise an educable group for whom provision in a special class is indicated.

Why is the special class necessary? Unless a curriculum is provided suited to the capacity of the mentally retarded child, he is likely to drag out the allotted years in a regular classroom until released by the upper limits of the compulsory school law. The precious time thus wasted might have been rendered socially productive through a program designed to develop the personality and social abilities of the child so he may earn his living and live without friction as a member of his home and community. A recent book on child psychology points out:

Compelled to apply himself to formal content or academic subjects, he [the mentally retarded child] gets no training of hand and sense; he becomes discouraged and often embittered at the poor

¹ Missouri, \$750 per teacher; New Jersey, \$500 per teacher plus one-half further excess cost.

² Minnesota and Wisconsin.

³ Connecticut.

⁴ Virginia and Wyoming.

⁵ Pennsylvania, 25-30 per cent of minimum teacher's salary.

⁶ *Ibid.*, pp. 36-37.

showing he makes in the schoolroom, and he develops various compensatory attitudes and habits which are bound to interfere seriously with any prospect of satisfying life experience beyond the school years. Discovered early enough, however, and exposed to an educational program that is properly adapted to his peculiar limitations and needs, the mentally deficient child in the borderline group may escape the personality and behavior problems that are likely otherwise to ensnare him, and may be trained to be not only self-supporting but, and equally important, self-respecting and socially well adjusted.¹

It is obvious that such children must find their place in some simple form of manual work unless they are to become later in life a charge against the rapidly mounting relief burden of our society. If we are to help every person potentially capable of being self-supporting to achieve this status, a special curriculum must be provided to enable the mentally retarded child to live independently, manage his own affairs, adjust acceptably to the social environment, and achieve the degree of maturity of which he is inherently capable.

THE RURAL CHILD

The second group of children is numerically larger since they are the children who go to school in the small rural schools situated in all the sparsely populated parts of California.

Approximately 5,000 teachers in California are attempting to meet the needs of children in schools employing five or less teachers. The goal of American education is for children to have the fullest opportunity for growth and development according to their individual needs and abilities. The rural child throughout the state and nation is notoriously underprivileged as judged by this standard.

The rural population of the United States includes nearly 57,000,000 persons or about 43 per cent of the population of the nation. The public schools in rural areas serve over 13,000,000 or 51 per cent of the nation's children. These rural schools

¹ Lawrence Augustus Averill, "The Exceptional Child" in Charles E. Skinner and Philip L. Harriman, *Child Psychology*. New York: The Macmillan Company, 1941, p. 395.

employ 54 per cent of the teachers but spend only 34 per cent of the funds spent for education throughout the nation. People who grow nostalgic over "the little red school house" of their youth, need to be reminded that 38 per cent of the schools of the country are still one-teacher schools.¹

It is evident that much more money must be put into rural education if the rural school is to bulwark democracy in the country. Education is as important to the preservation of democracy, as participation in the war. As a people, we must support education throughout the nation and in all parts of the state as if we believed this to be true.

For the rural child in California this involves four indispensables:

1. Adequate safe, sanitary, and educationally serviceable school buildings and playgrounds.
2. Well-qualified teachers in all rural schools.
3. A sound instructional program.
4. A rural school which is truly a community center.

California has no ground for complacency concerning the adequacy of rural school facilities. In a survey made in 1938 of schoolhousing adequacy in California school districts not administered by city school superintendents, the following conclusion was reached:

In spite of all the excellent school plants to be found in California there still remains a distinct schoolhousing problem in school districts outside the larger cities. The problem is evidenced by the large number of small and obsolete buildings, small and unsatisfactory sites, and by the substandard provisions in lighting, heating, sanitation, and water supply. Unfortunately, the cost of improving these conditions can not be met in over 600 California school districts under the present system of school districting and school plant financing.

California should not continue longer in the indefensible position of setting up high standards of educational usefulness and

¹ Based on *Still Sits the Schoolhouse By the Road*. Chicago: The Macmillan Co., 1943.

structural safety for new school buildings while still retaining a school district system and a plan for financing schoolhousing facilities that deny 20 per cent of the districts an opportunity to provide such housing.¹

Great need exists for better trained rural teachers. Low rural salaries, poor living accommodations, and limited opportunity for a satisfactory social life are the causes for the constant migration of rural teachers to urban localities. Salaries of teachers must be raised in order to secure and retain competent rural teachers. Teacher-education institutions must view realistically the training needed by teachers in California's 1279 one-teacher schools, 462 two-teacher schools, and 277 three-teacher schools not to mention the many teachers in larger schools who need education in relation to the problems of rural life. Not only must the inequalities between rural and urban teachers be reduced but communities must extend to rural teachers the friendliness, understanding, and appreciation essential to a necessary feeling of belonging.

A good instructional program not only involves sound guidance in curriculum development but requires a sufficient staff of competent rural school supervisors and technically trained professional workers to render the special services which are an accepted part of a city school program. Some sizeable area should form the unit of school administration in order to provide such services as music and art supervision, speech correction, psychological consultation, audio-visual aids to instruction, and various aspects of special education.

The rural school must truly become a community center with the rural people making full use of its educational and recreational resources. The school must become an agency for community betterment through community forums, clinics, parent education classes. Many young people would not leave the rural areas if life were less dull for them there. The rural

¹ Chas. Bursch. *Survey of Schoolhousing Adequacy in California Elementary School Districts Not Administered by City Superintendents of School*. California State Department of Education Bulletin No. 5, June 1, 1938. Sacramento: State Department of Education, 1938, p. 39.

school should provide the stimulation and opportunity through which youth and adults may cultivate new leisure interests and pursuits.

At the present time the rural school is confronted with almost overwhelming wartime problems. Teacher shortage, curtailment of transportation, exploitation of children to fill manpower needs, are problems assuming tremendous proportions. Workers in this field cannot wait for postwar plans but must deal with these problems as they emerge. Effort should be made, however, to solve these problems in ways which will contribute to the permanent improvement of rural education.

THE CHILD OF THE MINORITY GROUP

The third group to which special attention should be directed is composed of those children who differ markedly from the majority group in California communities.

In an article entitled "Elementary Education: Is It All Settled?"¹ Dr. Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, points out that one child in every five aged fourteen years or under is foreign born or of foreign-born or mixed parentage. One of the most serious causes of internal conflict within our country is the intercultural and interracial tensions. Such tensions arise from adverse attitudes toward certain nationalistic groups. Any person of Japanese ancestry is viewed with suspicion in our culture at the present time. Another type of tension grows out of religious antagonisms. The Jews have suffered in every Christian land; Catholics are anathema to certain biased persons in many communities, and Protestants are equally repugnant to others. The most fertile source of tension seems to lie in racial differences. We have evidence in the personal and social status of our 13,500,000 Negroes and our 3,500,000 persons of Mexican ancestry. And finally, there are the tensions which arise from great disparity in socio-economic status—between the people

¹ Bess Goodykoontz, "Elementary Education: Is It All Settled?" *School Life*, XXIV (May, 1939), 228-31, 248.

from different sides of the track. Some individuals and groups suffer discriminatory treatment under more than one of these heads.

We may ask what can the school do with this complex problem which has its roots so deep in our culture. No quick and easy solution is apparent, but the problem is essentially an educational one. All prejudices and biases are acquired during the life of an individual; he is not born with them. If such attitudes are learned, then education in its broadest sense determines whether they shall continue to be learned or if they can be unlearned. If such attitudes cannot be ethically and intelligently defended, then education must decide whether ideas contrary to truth and justice will continue to determine our cultural mores.

Dr. Wm. H. Kilpatrick in the Foreword to a new book on intercultural education says:

While the complete solution of the problem will of necessity take a long time, there is no reason why the schools should not start now to do what they can. They can, for one thing, begin at once to raise up a new generation more intelligent about the problem and accordingly more willing to face its evils squarely. They can help to mitigate some of the present evils by teaching the young to see the unjust pain which certain of their present thoughtless practices and prejudices inflict upon their fellows. They can in some cases help build respect for groups not otherwise sufficiently esteemed. They can further lead their older pupils to study some of the unfounded bases on which certain of their prejudices have been built. In these and other ways the school can make real attacks upon this hideous problem.¹

Not only is the problem hideous but also it is a disruptive and divisive factor in our internal life; witness the Harlem and the Detroit riots, the Pachuco the zoot suit phenomenon. Discrimination against minority groups is a constant denial of democratic principles; the hatred and antagonisms engendered may

¹ William E. Vickery and Stewart G. Cole, *Intercultural Education in American Schools*. New York: Harper and Brothers, 1943. p. xiv. Quoted by permission of the Publisher.

well postpone the extension of democracy throughout the world for many generations to come.

Every community should have a committee on intercultural problems which will plan the overall strategy of a campaign for community-wide education. Elementary school teachers and principals may provide the leadership which will mobilize all agencies of the community in a co-ordinated effort. The school cannot meet the problems of racial, religious, and ethnic antagonism in the classroom and resolve them if these constitute the prevailing community attitudes, but it can provide the trained leadership essential to a well-considered long-term program of co-operative endeavor.

Although California is confronted with all the minority group problems prevalent throughout the country, the problem of our children and adults of Mexican ancestry is probably the most acute. Hundreds of communities over the state and particularly in Southern California have many members of this group as a part of their population. In response to the request of the county school department in one of our southern counties, the following specific recommendation for a course of action in relation to the intercultural problem was proposed by the writer:

1. The improvement of the educational program for children of Mexican background.
 - a. Through the extension of opportunity for kindergarten education
 - b. In-service training of teachers in improved techniques for the teaching of English
 - c. Increased emphasis on an experience curriculum in order to supply concepts essential to language development
 - d. Equality of educational opportunity in terms of buildings, teachers, materials of instruction and the like
 - e. Opportunity for children of Mexican background to continue their education in secondary schools with a program suited to their needs.

2. Extension of educational opportunity to adults of Mexican background.
 - a. Renewed emphasis on the teaching of English
 - b. Courses through adult education departments of secondary schools designed to acquaint the adult of Mexican background with the culture of the majority group.
3. Development of adult education programs through schools and community organizations to develop in the majority group basic understandings concerning race, Latin-American cultures, and the importance of intercultural and inter-American good will.
4. Co-ordination of the activities of public health, housing, social welfare, and educational agencies in the interests of social and economic opportunity for minority groups.
5. The elimination of policies and practices of segregation in schools and communities.

THE SOCIALLY UNDERPRIVILEGED CHILD

And finally, the fourth group to be found almost every place where children go to school is comprised of those children who are the victims of neglect.

The war has focused attention on the socially underprivileged child who may eventually swell the mounting statistics on juvenile delinquency. The causes of delinquency are too well known to necessitate repetition. The broken home, relaxation of parental control, adverse community influences, and educational programs poorly adapted to the needs of children rank high in the list of causes.

What can the elementary school do? The most significant items in a course of action include: (1) the development of a broad program of individual guidance; (2) the development of an effective program of parent education; and (3) the use of curriculum and methods increasingly better adapted to the needs of children.

An adequate program of guidance for the elementary school involves extension of personnel and facilities. The services of a psychologist should be available for every elementary school. Every elementary school teacher should be trained in guidance techniques.

A separate cumulative guidance record should be maintained for each child, containing data on attendance, attitude toward school, achievement in studies, health, growth in power of application, interest, habits of study, co-operation, creative ability, originality, reading mastery, educational experience, and the like.

The California Cumulative Guidance Record which represents the work of an interested committee over a two-year period is now available.¹ The importance of a uniform guidance record in a state of such great pupil mobility is apparent. An effort will be made to achieve state-wide use of these forms.

One of the most important outcomes of such a program will be the direction of the attention of teachers to the growth and development of each individual child, not from his record as a school child alone but from his record at home and in community with their impacts upon his personality.

Close to any program of individual guidance is the consideration of parent education. Parent education has been going on in more or less haphazard fashion by means of report cards and through occasional interviews with parents. But now, every school system and every individual school should develop a consistent program of family life education and parent education. Because the task is a tremendous one does not mean that we should not be about long-term plans to improve the quality of family living and parent-child relationships.

Schools must constantly re-examine curriculum and methods in terms of emerging social needs. A school is good or poor to the extent that it contributes to meeting the social needs of its time. The center of interest in every educational

¹ *California Cumulative Guidance Record for Elementary Schools*. San Francisco: A. Carlisle and Co., 1944.

program should be the whole child. Education should be viewed as a continuous and integrated process. The materials of education should come from experience, the environment, as well as from well-selected books and audio-visual aids to learning. Appreciations and attitudes should be recognized as fundamentals. Instructional material of all types should be integrated around large centers of thought instead of following stereotyped logical or chronological sequence.

Teachers should be encouraged to use methods which conform to the principles scientifically established concerning how children learn. They should be encouraged to utilize all the resources of the community—museums, art galleries, places of natural and historic interest, industries, and branches of government in order that education may be increasingly realistic and vital. They should be encouraged to invite qualified representatives of the community to share their experiences with the children. Teaching is personal. The quality of living which the teacher experiences will determine greatly the quality of experience she will provide in her classroom. Teachers, therefore, should be encouraged to take an active part in the intellectual, social, political, and religious life of the community. Such an education and such teachers will not only meet the needs of socially underprivileged children but of all the children in the elementary school.

A COURSE OF ACTION

But educators must go further than merely to indicate the direction in which progress may be achieved. These are our responsibilities, not the responsibility of some mythical "they" whom we are prone to say "should do something about it." Let us clarify our goals, define a course of action, and consistently contribute our effort to the realization of educational progress which lies primarily in improving the educational opportunity for specific children and specific groups of children.

CHARACTERISTICS OF TEACHERS HOLDING WAR-EMERGENCY CREDENTIALS

FRANK N. FREEMAN, *Dean of the School of Education,
University of California, Berkeley*

As a part of the activity of the Committee on In-Service Training of War-emergency Teachers, appointed by Miss Roxie Alexander, President of the California School Supervisors Association, a questionnaire was sent out to gain information concerning teachers with war-emergency credentials. This questionnaire was sent to city and county superintendents of schools by the Division of Elementary Education of the State Department of Education under the direction of Miss Helen Heffernan, who also co-operated in planning the questionnaire. The purpose of the questionnaire was to gain information which would indicate the needs of teachers holding war-emergency credentials as a basis for planning a program of in-service activities. The results of the questionnaire have been very useful to the Committee. Among other things, the Committee is preparing a manual for use in in-service training of war-emergency teachers. This manual will be distributed by the State Department of Education in the near future.

The results of the questionnaire can most conveniently be presented by reproducing the questionnaire itself, together with the tabulation of the replies. Replies were received from fifty-seven cities and counties. Due to an oversight in the preparation of the questionnaire, a blank was not left in which to indicate the name of the person or place reporting. For this reason, the source of the reply is not given in eighteen of the questionnaires. It would, therefore, be invidious to report the places from which there is not positive evidence that replies have been received. A sufficient number of counties and cities are represented to give a fair picture of the characteristics of war service teachers.

Out of 2,577 who have received war-emergency credentials, reports were received concerning 1,479, something over half. It is true that the statistics on details, such as age distribution or distribution of training, must be regarded as approximate. Most of those replying indicated that they did not have exact information on these points. Replies, therefore, are in the nature of estimates. However, these estimates are probably reasonably accurate. While, then, the returns of the questionnaire are not to be regarded as exact, they do give valuable information concerning the needs of war-service teachers and the means which may be taken to meet these needs.

In the following reproduction of the questionnaire, the tabulation of the results is entered after each question. The replies to questions 7 and 8 are given in descriptive rather than tabular form. The replies to question 9 have not been tabulated. The items which are listed are those which are to be included in the manual already mentioned. The general tenor of the replies to this question seems to be that a treatment of these topics will, in general, be useful. Those who responded to the questionnaire would not appear to feel that they had the basis for discriminating between the items of the question. They are, therefore, all being included in the manual.

The figures in the questionnaires are not always internally consistent. For example, it would be expected that the sum of the two figures under 3a and 3b would equal the figures under 1. However, this is not always the case. In one questionnaire, for example, it is reported that there are three war emergency teachers and that one is under forty and four over forty. Obviously, the sum of those under forty and over forty could not be more than the total. There is no way of reconciling these figures without further correspondence. No attempt has been made to do this. If they are treated as rough approximations, the inferences to be drawn from them would probably be reasonably correct.

The tabulation of the replies is entered after the questions in the copy of the questionnaire which follows.

CALIFORNIA STATE DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY EDUCATION
SACRAMENTO
MAY 19, 1944

QUESTIONNAIRE

SURVEY TO DETERMINE IN-SERVICE TRAINING NEEDS OF WAR-EMERGENCY TEACHERS

The Committee on In-Service Training of War-emergency Teachers of the California School Supervisors' Association is attempting to secure data which will lead to recommendations for in-service training of war emergency teachers through teacher-training institutions and by means of supervisory programs in districts, cities, and counties. In order to secure these data, the Committee requests your co-operation in filling out the following questions. Please return the questionnaire to Dr. Frank N. Freeman, Dean of the School of Education, Haviland Hall, University of California, Berkeley, before June 1, 1944.

If you do not have or cannot readily get the data for the answer to some of the questions, please answer as many as you can and return the questionnaire.

1. How many war-emergency teachers do you now have under your supervision? 1,478
2. How many teachers do you now have under your supervision who have been out of service for ten years or longer? 657
3. Of the number indicated in 1 and 2 above, how many fall in each of the following age groups?
 - a. Under 40? 460
 - b. Over 40? 630
4. Of the total group
 - a. How many have 2 years or less of college training? 328
 - b. How many have more than 2 years and less than 4 years of college training? 641
 - c. How many are teaching in elementary schools with secondary training only? 33
5. Of the total group
 - a. How many had no previous experience? 135-160
 - b. How many had less than five years of experience? 173
 - c. How many had more than five, but less than twenty years experience? 300

- d. How many had over 20 years experience? 30
 - e. How many have had little or no regular teaching experience within the past ten years? 615
6. Of the total group
- a. How many are teaching kindergarten or primary grades (kindergarten, 1, 2, or 3)? 280
 - b. How many are teaching intermediate grades (4, 5, or 6)? 688
 - c. How many are teaching upper grades (7-8)? 357
 - d. How many are teaching in one-teacher schools? 81
7. In your opinion, what are the major professional needs of the group?

The answers may be summarized as follows:

Six general areas were noted as appearing frequently:

- 1. Modern viewpoints on educational philosophy and psychology. (27)
- 2. Skills in modern classroom techniques, arrangements, etc. (19)
- 3. Use of new materials, media, etc. (7)
- 4. Review of texts available and being used, especially the newer ones. (4)
- 5. Familiarizing with local laws, procedures and conditions, most often with out-of-state teachers in mind. (5)
- 6. Specific "hard spots," chief being:
 - a) Teaching of reading. (6)
 - b) Teaching of social studies. (12)
 - c) Teaching of handwriting. (2)
 - d) Interpretation of the "unit." (3)

It appeared from the way in which various questionnaires worded their responses that the above totals could be combined so that *four* needs showed paramount importance in the eyes of the school authorities who filled out this question. *First*, there is felt the need, sometimes only vaguely, that emergency teachers need to be brought up to date in their own personal conception of teaching methods. "Modern approach," and "modern psychology," "modern philosophy" appeared many times; just how this modern attitude could be specifically gained or how the need for it is manifest in teachers (in their *lack* of certain traits) never was mentioned, however. *Second*, emergency teachers need to be trained in the best ways of translating this new attitude into actual teaching procedures and skills. Here the "unit" was often mentioned as needing attention. *Third*, certain particular subjects apparently are not being taught to the supervisors' satisfaction. Social studies, reading (especially the problem of "reading readiness"), and handwriting—all merely mentioned, without qualification—seem to need attention. *Fourth*, the influx of out-of-state teachers into California has evidently created an understandable problem: California laws, especially relating to education as it appears in the way the regulations for keeping rolls; local conditions varying from county to county; and the general history and background peculiar to California as a geographical area.

8. In what ways have you attempted to meet these professional needs of war-emergency teachers? Star those you considered most effective. Brief description of these would be helpful. The answers may be summarized as follows:

Eleven methods which seemed distinct enough to warrant separate consideration were tabulated:

1. Bringing teachers' attention to bulletins and professional literature. (11)
2. Meetings of faculty as a body and conferences of different sections of the faculty, all with some kind of supervision. (27)
3. Bringing attention to university courses, either at university campuses or through extension division services. (4)
4. Visits to "successful" teachers' classes, either informally or with definite planning. (17)
5. In-service workshops of many varieties. (16)
6. Specific meetings of the workshop type during the term for aid in such fields as supervising "quiet activities" and particular subjects (music and languages). (3)
7. Supervisors' visits to classes and conferences with specialists. (8)
8. Summer-time preparatory conferences (for obtaining materials, deciding on textbooks, etc.) (2)
9. Handbooks for new teachers, emergency and regular alike. (2)
10. County library lending system for distribution of books. (1)
11. A special institute (called a "summer session") for emergency teachers alone; differed from other institutes in being planned for emergency teachers alone. (1)

From this variety of methods *four* main techniques appear to be of usefulness as evidenced by their application with emergency teachers in California. *First*, conferences of several kinds are given. The group may be the entire faculty of a school or district, the emergency teachers alone (if large enough to warrant), all teachers in a particular grade, or all teachers in a division of the school (science, e.g.); the supervision may be informal, allowing conversational give-and-take, or it may be formally directed by principal, supervisor, or specialist. *Second*, emergency teachers are encouraged to visit the classes of "successful" teachers. This may be a short social visit or a planned demonstration. *Third*, workshops of various sorts (and never described to any definable extent, since the word "workshop" is apparently self-explanatory). They may be preparatory to the school opening, or they may be held during or after school; they may treat the whole problem of teaching, or they may be centered around a specific subject or technique. *Fourth*, some kind of supervision is given, usually in the absence of some other device.

9. As a part of its activities the Committee plans to prepare a 100-page printed bulletin to orient incoming teachers to the program of elementary education in California.
- a. Would such a bulletin be useful to you?
 - b. If so, please check the items in the following list which you believe should be included:
 - (1) What are the purposes of elementary education?
 - (2) How can a teacher create a stimulating classroom environment?

- (3) How should the activities of the school day be scheduled?
- (4) What should the teacher strive to learn about each child in the group?
- (5) What should the teacher strive to learn about the community?
- (6) What subjects are taught in the elementary school?
- (7) What is meant by the social-studies program?
- (8) What are the objectives of social studies in the elementary school?
- (9) What is a unit of work in the social studies?
- (10) What methods are effective in the social-studies program?
- (11) How are the skill subjects related to the social studies?
- (12) What is the place of science in the social-studies unit?
- (13) What is the place of health in the social-studies unit?
- (14) How are the arts related to the social-studies unit?
- (15) What are the objectives of reading in the elementary school?
- (16) What is meant by reading readiness?
- (17) What is the best approach to beginning reading?
- (18) Should a reading period be provided daily?
- (19) What are the developmental stages in learning to read?
- (20) What is meant by remedial reading?
- (21) What provision should be made for recreational reading?
- (22) What are the objectives in oral and written expression?
- (23) Where should the emphasis be placed in language instruction?
- (24) How can the teacher stimulate effective written expression?
- (25) What are the objectives of handwriting instruction?
- (26) What are the advantages of manuscript writing in the primary grades?
- (27) What procedures are effective in the improvement of handwriting?
- (28) What are the objectives of spelling?
- (29) How should spelling be taught?
- (30) What are the objectives in arithmetic?
- (31) Where should emphasis be placed in arithmetic instruction?
- (32) What are the major responsibilities of the primary teacher in building arithmetic understandings?
- (33) What are the most effective procedures in the teaching of arithmetic?
- (34) What are the objectives of music?
- (35) What are the objectives in the graphic arts?
- (36) What are the teacher's responsibilities with regard to the organization and supervision of the playground?
- (37) What is the teacher's responsibility for the health and safety of pupils?
- (38) How can the teacher establish and maintain sound relationships between the home and the school?
- (39) How can the teacher help to maintain sound relationships between the school and the community?
- (40) What is discipline in the schools of a democratic society?
- (41) What is the guidance function of the teacher?
- (42) How can the teacher measure the effectiveness of her teaching?
- (43) What is the responsibility of the teacher with regard to the keeping of records?
- (44) What agencies in the community have organized programs for child welfare, recreation, or character development?
- (45) What is the code of ethics for the teaching profession?

(46) What sources of help are available for teachers with regard to:

- (a) General instructional program
- (b) Materials of instruction
- (c) Legal responsibilities
- (d) Remedial instruction
- (e) Psychological services

(47)

(48)

(49)

(50)

SUMMARY OF CONCLUSIONS

The conclusions to be reached from the replies may be summarized as follows:

It appears that something approaching half of the war-emergency teachers have been out of service for ten years or longer (657 out of 1,478). This indicates that many of these teachers are unfamiliar with recent developments in curriculum and methods and that they need some kind of refresher work.

From the replies to question 3, it appears further that the majority of the war-service teachers are over forty years of age. It may be inferred from this fact that many of them have had fairly long teaching experience. They, therefore, should be familiar with the conduct of schools. This is confirmed by the answers to question 5c, which indicate that 300 have had between five and twenty years of experience. This indicates that for these teachers the need is not so much for instruction in the elementary principles of teaching as it is in the newer developments. It is reported that the older teachers sometimes feel at a loss on their return to teaching. In some cases, they do not fully understand the vocabulary used by teachers and supervisors whose training has been more recent. We should not underestimate the capacity of these older teachers. Their difficulty is partly a lack of confidence which may be perversely expressed as an apparent rejection of newer methods and unwillingness to learn. In many cases, their capacity to learn is greater than would be suggested by this superficial appearance.

The answers to question 4 concerning the amount of college training throw further light on the background of the

war-emergency teachers. A large proportion of them have had less than four years of college training, and a considerable number, less than two years. It is very likely that the college training they received was devoted to a rather specific preparation for teaching in the elementary school. This indicates that they need some opportunity for breadth of education and experience—that is, for general education as well as for refresher work in the curriculum and methods. Such broader opportunity would be more difficult to afford. It is, however, one of the obvious needs of these teachers.

A comparatively small proportion of the war-emergency teachers have had no previous experience. They, of course, need careful supervision during the first year of their service. They are probably younger teachers who completed their training and then either were married or entered some other kind of work. A slightly larger number has had some experience but less than five years. But the largest group has had between five and twenty years of experience. As has already been said, the largest group has had experience of ten years or more previously. The significance of this fact has already been discussed.

From the answers to question 6, it is evident that a greater number of war-emergency teachers are located in grades four to six, inclusive. It is perhaps understandable that they should not be in the kindergarten or primary grades because it is felt that this is the most critical period and the one for which the most highly specialized preparation is necessary. There may be some danger, however, of regarding the intermediate grades as a place where instruction can be carried on in a routine way, and where few problems occur. Such conclusion would be a serious mistake.

The transition from primary to the intermediate grades marks a change both in the child's attitude and in the method and content of instruction. In such subjects as reading, writing and arithmetic, new problems are encountered and new procedures must be adopted. A new emphasis must be given to the child's experiences in the field of science. The treatment